Connecting ESSA to School Libraries

Saturday, October 8, 2016

Vermont School Library Association

(VSLA)
This program is made possible through the matching funds provided by Follett School Solutions. Follett advocates for, and understands, the expertise and dynamic role school librarians play in making a difference in their district’s success.
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• Student Support and Academic Achievement Enrichment Grants (ESSA Block Grants)
# Schedule

**October 8, 2016**

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<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
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<tr>
<td>8:30 am</td>
<td>Welcome Remarks</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<tr>
<td>8:30 – 9:00 am</td>
<td>ESSA Overview</td>
<td>Emily Sheketoff, Executive Director of Washington Office of American Library Association, Sylvia Norton, AASL Executive Director</td>
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<td>- Federal and State Timeline</td>
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<td></td>
<td>- Effective School Library Program Definition</td>
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<td></td>
<td>- Review of titles that include School Librarians</td>
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<td>- Connection of titles to school library role</td>
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<tr>
<td>9:00-9:30 am</td>
<td>Review of Vermont ESSA</td>
<td>Heidi Huestis, VSLA, Chair, Professional Concerns</td>
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<td></td>
<td>- Decision Points</td>
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<td>- Recommendations</td>
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<tr>
<td>9:30 -10:00 am</td>
<td>Review of Key Messages</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<td>- Identifying Stakeholders</td>
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<td>10:00-10:30 am</td>
<td>Coalition Development Plan</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<td>10:30-10:45 am</td>
<td>Report/Share Out</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<td>10:45 -11:15 am</td>
<td>Connecting message to stakeholders</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<td>11:15-11:30 am</td>
<td>Report/Share Out</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<tr>
<td>11:30 am- Noon</td>
<td>Elevator Speech Development</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<tr>
<td>Noon- 12:15 pm</td>
<td>Connecting ESSA to Practice</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<tr>
<td>12:15-12:30 pm</td>
<td>Elevator Speech Practice and Feedback</td>
<td>Sylvia Norton, AASL Executive Director</td>
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<tr>
<td>12:30 pm</td>
<td>Closing Remarks/Questions</td>
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CONNECTING ESSA TO SCHOOL LIBRARIES
Saturday, October 8, 2016
Vermont School Library Association (VSLA)

Welcome
Sylvia Norton
AASL Executive Director

Handbook
SHARE, SHARE, SHARE

Tag @aasl

#ESSAlibraries

Send photos to jhabley@ala.org

ESSA Webpage

http://essa.aasl.org/

ALA Washington Office

Emily Sheketoff
Executive Director of Washington Office of American Library Association

https://vimeo.com/183396897
The American Association of School Librarians (AASL) supports the position that:

An effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

As a fundamental component of college, career, and community readiness, the effective school library program:

1. is adequately staffed, including a state-certified school librarian who
   a. is an instructional leader and teacher,
   b. supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
   c. supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;

2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and

3. provides regular professional development and collaboration between classroom teachers and school librarians.

2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and

3. provides regular professional development and collaboration between classroom teachers and school librarians.
Title I

Title I – Improving basic programs operated by state and local educational agencies

Message: School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

https://vimeo.com/183388920

Title II, Part A

Title II: Supporting effective instruction

Message: School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.

https://vimeo.com/183390785
Literacy education for all, results for the nation (LEARN)

New literacy program that specifically authorized school librarians to participate in required activities.

https://vimeo.com/183392270

Innovative Approaches to Literacy (IAL)

New authorization that specially authorizes funds to be used for developing and enhancing effective school library programs.

https://vimeo.com/183393334

Title II, Part B

Title II, Part B: Literacy education for all, results for the nation (LEARN)/ Innovative Approaches to Literacy (IAL)

https://vimeo.com/183393643

Message: School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.
Title IV, Part A

Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)

Message: School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.

https://vimeo.com/183394913

Vermont ESSA Update

Vermont Agency of Education ESSA Page
http://education.vermont.gov/vermont-schools/education-laws/essa

Decision Points Under Review
http://education.vermont.gov/vermont-schools/education-laws/essa/decision-points-under-review

Vermont ESSA Updates

Included in handbook:
• Decisions to be incorporated into proposed state plan
• Recommendation forms for each decision point
Identifying Stakeholders

Coalitions

- Critical to identify stakeholders
  - Including at the school, district (LEA) and state (SEA) levels
- Form coalitions
  - Bring together groups and organizations that support libraries
- Think outside the box
  - Utilize relationships and connections with education officials and policymakers in support of the effort
- When anyone thinks of ESSA how do you get them to connect to school libraries
  - Be prepared to talk about positive impact of library programming in the community – How are you making a difference?

ESSA Stakeholder Engagement Required Participants

- Governor
- State legislature
- State boards of education
- Local educational agencies
- Representatives of Indian Tribes located in the state
- Teachers
- Principals & other school leaders
- Specialized instructional support personnel
- Paraprofessionals
- Administration & other staff
- Parents
State Support and Opportunities

• Must provide support to schools not meeting state-determined goals for student and school performance
• Must engage stakeholders and include them in the development of state plans to monitor student and school performance.
• School Librarians are among the list of stakeholders
• Be at the table!

Parents as Stakeholder Partners

• ESSA includes a provision for family engagement. Parents must be “meaningfully consulted” and involved in:
  • State and local Title I plans
  • Title II state and local applications
  • Title III state and local plans
  • Title IV-A local applications
  • Title IV-B state applications
  • State and local report cards
  • School improvement plans

Coalition Development Plan

• Name individual/organization/business
• What previous activities/news tie them to your efforts
• What stake do they have in school library funding
• What can they contribute to your plan
• What three things could you do today to strengthen a relationship with them
Key Words/Phrases

- Specialized instructional support staff
- Digital literacy skills
- Academic achievement
- Personalized, rigorous learning experiences
- Adequate access to school libraries
- Use technology effectively
- Effective integration of technology
- Improve instruction and student achievement

Example

<table>
<thead>
<tr>
<th>Individual/Organization</th>
<th>What previous activities, news or accomplishments tie them to your efforts?</th>
<th>What stake do they have in school library funding?</th>
<th>What can they contribute to your plan?</th>
<th>What three things could you do today to strengthen a relationship with them?</th>
</tr>
</thead>
</table>

Local public library
- Summer reading programs, marketing regarding access to information and technology for community

School libraries create knowledgeable library users; school libraries fill a specific role in connection to curriculum and without would create a gap between services

General public awareness; engaging non-parents, but library friends in efforts

1. Meet with staff to provide information.
2. Ask to hold an information session at public library for general public.
3. Ask to present to their friends group and in return offer time with school parents group

Key Message Development:

- School librarians are teachers, specialized instructional support staff, trained to teach library skills early and develop lifelong library users and supporters.
- The public library is an invaluable asset to students as they continue their work outside of school but guided staff and funded school library connects student personalized, rigorous learning experience, and library research to academic achievement.
- Digital literacy skills are essential for success as students move into the work force that requires the effective use of technology and while there is a direct impact for parents to support a strong school library program there is tremendous value for the business and community too.
ESSA Elevator Speech

https://vimeo.com/183395638

Connecting the dots

- Four ESSA areas (Title I, Title II- Part A, Title II- Part B, and Title IV, Part A)
- Review the key messages on your message card
- Connect the dots to your work

Example

Title I: Improving basic programs operated by state and local educational agencies

Message: School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

Conversation Response: Yes, the internet has certainly put information at your fingertips but do you believe everything you read on the internet? Students today have a hard time navigating such a vast amount of information and learning digital literacy skills is critical to their success in school and after when they navigate college or start a career.
ESSA Elevator Speech

Reminders:
• The intention is to educate not humiliate.
• What you do is important, so sound important.
• Practice
• You can start the conversation.

Elevator Speech Development

Step One: Make the connection from ESSA language to AASL’s school library talking points to your school library program.

Step Two: Practice

Step Three: Fine Tuning

Step Four: Practice Again
Elevator Speech Development

**Step One:** Make the connection from ESSA language to AASL’s school library talking points to your school library program.

**Step Two:** Practice

**Step Three:** Fine Tuning

**Step Four:** Practice Again

Questions
ESSA Federal Legislation Timeline

1965  ESEA was enacted by Congress and signed into law.

1968  Congress expanded ESEA to include new programs (and titles) that serve at-risk children (migrants and neglected children). The Bilingual Education Act was also passed.

1994  The renewal of the ESEA called for states to develop standards and standards-aligned assessments for all students. States and districts were obligated to identify schools that were not making “adequate yearly progress” as detailed in the Improving America’s Schools Act (IASA).

2002  ESEA became NCLB (No Child Left Behind Act). NCLB shifted much of the decision-making and resource allocation away from states. NCLB also significantly expanded testing requirements.

2015  In December 2015, bipartisan support for the ESSA was high and the overdue reauthorization was finally signed into law.
# ESSA State Timing, Rules and Implementation

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 10, 2015</td>
<td>President Obama signs the Every Student Succeeds Act (ESSA) into law</td>
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<tr>
<td>December 22, 2015</td>
<td>U.S. Department of Education (ED) publishes request for information (RFI) re: regulations on Title I of ESSA</td>
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<tr>
<td>March 21 – April 19, 2016</td>
<td>ED holds three sessions of negotiated rulemaking (neg-reg) on assessment and supplement, not supplant (SNS) issues</td>
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<tr>
<td>April 27, 2016</td>
<td>ED releases assessment regulations that were agreed to by the neg-reg committee</td>
</tr>
<tr>
<td>May 31, 2016</td>
<td>ED releases a notice of proposed rulemaking (NPRM) on accountability and state plan issues under Title I</td>
</tr>
<tr>
<td>August 1, 2016</td>
<td>(1) ESEA waivers are null and void, per the statute, and (2) comments are due on the NPRM re: accountability and state plan issues</td>
</tr>
<tr>
<td>October 1, 2016</td>
<td>Effective date for competitive programs under ESSA, unless otherwise provided for in the statute</td>
</tr>
<tr>
<td>October/November, 2016</td>
<td>Final regulations published by ED</td>
</tr>
<tr>
<td>February/April, 2017</td>
<td>States submit plans for School Year 2017-2018</td>
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<tr>
<td>May/June, 2017</td>
<td>ED begins peer review and approves state plans</td>
</tr>
<tr>
<td>July 1, 2017</td>
<td>Effective date for formula grant programs under ESSA</td>
</tr>
<tr>
<td>August, 2017</td>
<td>New state plans take effect in schools at the start of the 2017-2018 school year</td>
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Conference Agreement to Reauthorize the Elementary and Secondary Education Act

OPPORTUNITIES FOR SCHOOL LIBRARIANS

This document highlights library-related provisions in P.L. 114-95, the Every Student Succeeds Act (ESSA) and provides an overview of initial next steps to help maximize opportunities for effective school library programming under the new law.

TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

Background

- Under Title I, Part A of ESSA, States (referred to as State Educational Agencies) and school districts (referred to as Local Educational Agencies) must develop plans to implement federally-funded education activities.

- States and school districts must develop their plans with “timely and meaningful consultation with” teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

Library Provisions

- ESSA includes new provisions that authorize – but do not require – school districts to include in their local plans how they will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Next Steps

- Because the local application provision related to effective school library programming is allowable (not required from the federal level), it is critical that school district personnel be made aware of their ability to develop and implement effective school library programming.

- Contact and work with the superintendent’s office in developing the local plan under Title I, Part A to ensure that the school district takes into consideration:
  - The importance of developing and maintaining effective school library programs; and
  - How effective school library programs can help with the development of digital literacy skills and improve academic achievement.

- Contact and work with State and school district officials regarding the ability of school librarians to participate in both the State and school district planning and application process (as part of “specialized instructional support personnel”).
TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION

Background

- Title II, Part A of ESSA provides funds for States and school districts to increase academic achievement through professional development.

Library Provisions

- ESSA includes new provisions that authorize States, as well as school districts, to use grant and subgrant funds for “supporting the instructional services provided by effective school library programs.”

Next Steps

- Because States and school districts can now use their Title II, Part A funds specifically to support effective school library programming, it will be important to make sure that school district and school personnel that develop and implement professional development activities are aware of the new uses of funds related to libraries.

- Work with school district and school personnel to encourage the use of Title II, Part A funds specifically for effective school library programming, as well as part of other professional development efforts taking place with these funds.

  - Note that under the No Child Left Behind Act (NCLB), Title II, Part A funds were primarily used for professional development for “teachers” which made it difficult for other instructional support personnel to participate in activities. ESSA rectifies this by specifically authorizing funds to be used to support instructional services provided by effective school library programs.

TITLE II, PART B, SUBPART 2 – LITERACY EDUCATION FOR ALL, RESULTS FOR THE NATION (LEARN)

Background

- ESSA includes a new literacy program that provides federal support to States to develop, revise, or update comprehensive literacy instruction plans. States award competitive subgrants to school districts for activities that focus on children in kindergarten through grade 5 as well as children in grades 6 through 12.

Library Provisions

- ESSA specifically authorizes school librarians to participate in required grant activities that focus on children in kindergarten through grade 5 as well as activities that focus on children in grades 6 through 12.

- In addition, ESSA allows all local subgrants (that serve children in kindergarten through grade 5 and/or children in grades 6 through 12) to be used to provide time for teachers and school librarians to meet, plan and collaborate on comprehensive literacy instruction.
Next Steps

- Since this is a new competitive program under ESSA, it will be important to work with individuals responsible for literacy instruction and development at the State, school district, and school level.

- Encourage/assist appropriate State, school district, and/or school personnel in developing and applying for grants or subgrants.
  - Note that subgrants awarded for local uses of funds must include professional development for school personnel that specifically includes school librarians. Therefore, any grants awarded at the school district level under this program must provide professional development for school librarians.

TITLE II, PART B, SUBPART 2, SECTION 2226 – INNOVATIVE APPROACHES TO LITERACY (IAL)

Background

- ESSA includes a new authorization of the Innovative Approaches to Literacy (IAL) program (previously funded through appropriations legislation) that provides dedicated funding to promote literacy programs in low income communities.
  - Note that while IAL activities have been funded over the past several years through appropriations bills, the “codification” (or explicit authorization) of this program in ESSA provides a specific “line item” to help better secure funding in future years.

Library Provisions

- ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs, which includes providing professional development for school librarians, books, and up-to-date materials to high need schools.

Next Steps

- Since IAL is a competitive grant program that has been funded in the past (through appropriations), but is newly authorized under ESSA, it will be important to focus advocacy efforts at the federal level to ensure enough funds are appropriated to continue and possibly expand the IAL program.
  - Note that while efforts to fund IAL in the past have been successful, the lack of an explicit authorization for these activities has hindered advocacy efforts related to expanding the program. The specific authorization of IAL under ESSA will help with future funding as Congress has expressed its support for these activities under the most recent authorization of the Elementary and Secondary Education Act.
TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (BLOCK GRANT)

Background

- ESSA authorizes a new program to provide Student Support and Academic Enrichment activities (commonly referred to as the “Block Grant” under ESSA) to help States and school districts target federal resources on locally-designed priorities.
  - Funds are allocated to States and then school districts based on their share of Title I, Part A funding (formula grant allocated on the basis of poverty).

Library Provisions

- ESSA authorizes (but does not require) States to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.”

- ESSA also authorizes (but does not require) States to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.

- In developing their local applications, school districts must consult with teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

- In addition, ESSA requires that school districts conduct a “needs assessment” prior to receiving funds from the State (that must be conducted every 3 years). The needs assessment must include access to personalized learning experiences (which may include access to school libraries).

Next Steps

- Because States are authorized (and not required) to support school districts by providing programs and activities that increase access to personalized learning experiences (which may include professional development for school librarians and better access to school libraries for students), it will be important to contact and work with State Educational Agency officials to make them aware of their ability to use funds in support of personalized learning experiences.

- Since school districts are required to consult with stakeholders that may include school librarians on the development and implementation of their local activities, it is critical to work with technology leaders at the school and school district levels to ensure that school librarians can adequately participate in the planning process.
Title IV, Part A of ESSA: Student Support and Academic Enrichments Grants

Description of Grants
The newly enacted bipartisan Every Student Succeeds Act (ESSA) includes a flexible block grant program under Title IV Part A, which is authorized at $1.65 billion in FY 2017. Title IV, Part A authorizes activities in three broad areas:

1) Providing students with a well-rounded education (e.g. college and career counseling, STEM, arts, civics, IB/AP)
2) Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and
3) Supporting the effective use of technology (professional development, blended learning, devices).

Distribution of Funds
Each state will receive an allocation based on the Title I funding formula. Using the same Title I formula, the states will then allocate funds to school districts.

Any school district that receives a formula allocation above $30,000 must conduct a needs assessment and then must expend 20 percent of its grant on safe and healthy school activities and 20 percent on activities to provide a well-rounded education programs. The remaining 60% of the money can be spent on all three priorities, including technology. However, there is a 15% cap on devices, equipment, software and digital content.

If a district receives an allocation below $30,000, the law does not require a needs assessment or setting aside percentages for well-rounded and safe and healthy students programs. It must spend money on activities in at least one of the three categories. The 15 percent technology purchase cap would continue to apply.

President’s FY17 Budget Request
The President's FY 2017 budget proposal would provide $500 million for the Title IV flexible block grant, less than one-third of the authorized $1.65 billion level. The Administration also requested to include language in the appropriations bill that would allow states to distribute $50,000 per year to districts on a competitive basis and would allow states to limit their spending to just one of the three listed priorities, or specific activities within one of the priorities.

Since the Student Support and Academic Enrichments Grants program is the third largest authorized program in ESSA, failing to adequately fund it, as the President’s FY 2017 budget proposes to do, will undermine the bipartisan Congressional intent in passing this important law.

Program Funding Need
Strong evidence demonstrates the need for students to have access to health and safety programs, a diversity of academic programs, and modern technology.

- Evidence supports a direct correlation between physical and mental health and learning that is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens. Schools are uniquely positioned to help students acquire life-long knowledge and skills through comprehensive health education, physical education, nutrition, comprehensive school mental and behavioral health services, counseling, and integration among all education and health programs.
- In order to prepare students to succeed, they need access to a well-rounded curriculum. Funds through the block grant will help schools expand music, art, STEM, computer science, accelerated learning, history, and civics courses, as well as expand access to college and career guidance and counseling.
Federal investments in education technology ensure schools have technology-proficient educators, well equipped classrooms, sufficiently supported administrative structures, and a curriculum optimized to take advantage of the benefits technology offers to all students—such as closing the opportunity and learning gaps and providing students with essential modern workforce skills.

Given the elimination under the Every Student Succeeds Act (ESSA) of numerous programs that support the overall health and safety of students, the investments in education technology, as well as helping districts ensure access to a well-rounded education, a robust federal investment in support of these programs is absolutely essential through Title IV Part A. Without a significant investment in Title IV, Part A, districts will be forced into choosing which of the priorities to invest in—even though an ample investment in all three is necessary to providing students with a comprehensive education.

For further information, or if any questions arise, please contact Sunil Mansukhani at The Raben Group, smansukhani@rabengroup.com or Jon Bernstein at Bernstein Strategy Group, jbernstein@jbernsteinstrategy.com.
# ESSA State Plan: Recommendation Form

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<tr>
<th>Development Cycle No(s):</th>
<th>1 and 2</th>
<th>Decision Point No(s):</th>
<th>12</th>
<th>Recommender:</th>
<th>Mary Mulloy</th>
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<tr>
<td>Date submitted:</td>
<td>5/16/16</td>
<td>Bounce Team Coordinating:</td>
<td>CFP</td>
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<tr>
<td>ESSA Citation:</td>
<td>1003</td>
<td>ESSA Page Number:</td>
<td>9</td>
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**Question(s) being considered:** How should the State distribute the 7% set aside (from the State’s Title I allocation) to LEAs – competitive or by formula? And should the State provide some services that the LEAs could buy back?

**What ESSA requirements need to be met:** To carry out the State educational agency’s statewide system of technical assistance and support for local educational agencies, each State shall reserve the greater of several funding sources, including 7 percent of the state’s Title 1 set aside.

**Solution being proposed:**

- The State should allocate 95% of the funds (5% is allowed for state level administration and technical assistance) to LEAs that are implementing comprehensive improvement and targeted improvement activities on a formula basis and with multi-year grants (the law allows a period of not more than 4 years).
- The State should offer high quality activities that would result in increased student achievement and narrowing achievement gaps so that LEAs could “buy back” those services with the 7% funds. The School Effectiveness team will develop a plan for the identification and implementation of the high quality professional learning as a part of cycle 4.

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**
- By formula allocation, more LEAs would have access to these funds and the funds would be targeted to the LEAs that have the highest number of schools needing comprehensive & targeted support.

**Alignment with current VT policy and practice:**
- Funds would be targeted by formula to those schools with the greatest achievement gaps and those with overall poor academic performance.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- The formula funds can be distributed in conjunction with other Title funds and therefore, not adding additional administrative costs.

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- Currently the School Effectiveness Team works in coordination with the CFP Team to implement the current school improvement funds. This same method would be efficient and effective.

**Identify any known or potential risks associated with your proposed solution:**

- Known: None
- Potential: The funds allocated by formula may eliminate the possibility of funds to schools with large achievement gaps but are not located in LEAs with other high needs schools.

**What are the expected benefits associated with your proposed solution:**

- VTAOE can use current systems to manage the grant program and current team structures to administer.
- LEAs will receive additional funds to implement comprehensive and targeted improvement activities and will be able to plan multi-year approaches that will result in meeting their improvement goals.

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**Secretary’s Decision**

☐ Confirm recommendation of ESSA State Plan Management Team

☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)

Date: 6/13/2016

Initials: ☒
ESSA State Plan: Recommendation Form

<table>
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<th>Decision Point No(s):</th>
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<tr>
<td></td>
<td>17</td>
<td>Debi Price</td>
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**Date submitted:** 4/11/16  
**Bounce Team Coordinating:** Ed Quality  
**ESSA Citation:** 1111(g)(1)(B)  
**ESSA Page Number:** 45  
**Link to ESSA**

**Question(s) being considered:** What measures will be used when reporting that low-income and minority children are being/not being disproportionately served by less-qualified educators?

**What ESSA requirements need to be met?** Each state plan shall describe how low-income and minority children enrolled in the State’s schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State will use when assessing the existence of this potential inequity.

**Solution being recommended (in bullet point format):**
The measures we are proposing to report are:

- % 1st year teachers (experience indicator)
- % on provisional/emergency licensed teachers (out of field)
- % teachers new to a Supervisory Union/District

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**

- Research suggests that new educators lead to less effective student outcomes; we want to assure that disadvantaged students are not taught disproportionately by teachers new to the profession or the school
- Provisionally/Emergency licensed teachers may be teaching outside of their content or grade level area; we want to assure that disadvantaged students are not taught disproportionately by teachers on a provisional or emergency license

**Alignment with current VT policy and practice:**

- This is data we are already collecting as part of the state equity plan to meet the federal educator equity report.
- EQS 2121.2 requires staff to be properly licensed and prepared for their teaching assignment.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**

- The examination of this data takes advantage of data already being collected and analyzed through the state educator equity plan.

**Practicality (implementation feasibility for the AOE and impacted stakeholders):**

- As this uses data that is already being collected and is consistent with the goals of EQS, collecting and analyzing this data to ensure that disadvantaged students are not disproportionately taught by novice or out-of-field teachers is a relatively achievable task.

**Identify any known or potential risks associated with your proposed solution:**

- This could potentially bring negative attention to SUs where recruitment and retention of teachers are a particular challenge and where solutions to this challenge are limited.

**What are the expected benefits associated with your proposed solution:**

- We will have a better sense as to whether there are SUs in which students are disproportionately taught by inexperienced and out-of-field teachers allowing for the determination of proper resources to address the concern.

| Secretary’s Decision Date: 5/20/16 Initials: |
|-------------------------------|---------------------------------------------|
| ☒ Confirm recommendation of ESSA State Plan Management Team |
| ☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing) |
### ESSA State Plan: Recommendation Form

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<th>Decision Point No(s):</th>
<th>Author: Mary Mulloy, Jennifer Gresham, Patrick Halladay</th>
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**Date submitted:** 20 July 2016  
**Bounce Team Coordinating:** CFP

**ESSA Citation:** 8305(b)  
**ESSA Page Number:** 441 [Link to ESSA](#)

**Question(s) being considered:** Do we want LEAs to use a consolidated application for formula grants through a web-based platform?

**What ESSA requirements need to be met?:** Preferred as a way for LEAs to use funds in a braided fashion

**Solution being proposed:**
- Formula grants will be consolidated in a single web-based platform application for all LEAs

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**
- An LEA has the ability to see all funds available to meet their goals.

**Alignment with current VT policy and practice:**
- LEAs are already consolidating formula funds through a web-based platform, so this recommendation would be a continuation of current practice.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- Consolidation of funds allows for expedited granting for LEAs and meets federal fiscal and program requirements.

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- Consolidation of formula funds through a web-based platform is straightforward. The AOE and the field both have familiarity with and knowledge of the platform.

**Identify any known or potential risks associated with your proposed solution:**
- **Known:** None
- **Potential:** If there was a change in platform away from our current web-based platform, this could lead to a large learning curve for the LEAs and the AOE.

**What are the expected benefits associated with your proposed solution:**
- A separate web-based platform application will also be used for competitive grants, allowing for a common format for both.
- With all formula funds in one application, it is easy for LEAs to braid funds to achieve LEA and school goals.
- All formula grants would be consolidated in one place facilitating ease of review and tracking of expenditures.

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**Secretary’s Decision**  
**Date:** 7/22/16  
**Initials:**

☑ Confirm recommendation of ESSA State Plan Management Team  
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

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<th>Recommender: Josh Souliere</th>
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<td>Date submitted: 7/19/2016</td>
<td>Bounce Team Coordinating: School Effectiveness</td>
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ESSA Citation: 1111(b)(1)(A)

Question(s) being considered: How should the Continuous Improvement Plan process and format be revised to reflect ESSA requirements?

Solution being proposed:
One SU/SD Continuous Improvement Plan (CIP) that also houses the CIPs for schools within the SU/SD
- SU/SD goals, actions and measures of success are identified
- Schools within the SU/SD have plans connected to these systemic SU/SD goals, but may also have more specific improvement actions based on a comprehensive or targeted identification
- Needs assessment to be completed for all schools
- SU/SD Leadership Team is responsible for development and implementation of the SU/SD plan
- School Leadership Teams are responsible for the development and implementation of the school CIP, with support from the SU/SD

Continuous Improvement Plan format
- Comprehensive needs assessment aligned with the Education Quality Standards
- Includes mandated state and federal components
- Research based frameworks and resources that support Continuous Improvement efforts will be provided by the AOE as resources
- The AOE will provide a Continuous Improvement Plan template that includes the state and federal requirements. All SU/SD/Schools will submit this template to the AOE

Rationale: Explain why your proposal supports each decision logic element below:

Equity:
- Instill culture that promotes education quality and continuous improvement for all schools, all SU/SDs, and all students.
- Focus on improved outcomes for all students.
- Shared systemic goals, actions and measures across the SU/SD.

Alignment with current VT policy and practice:
- Alignment with Vermont’s Education Quality Standards.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):
- Alignment of goals, actions and measures within educational systems.
- Alignment of federal and state requirements within an accountability model.
- Strategic networking approach to allow for increased collaboration across schools, and the sharing of improvement practices and results.

Possibility (implementation feasibility for the AOE and impacted stakeholders):
- Focus on what can be implemented and have the greatest impact with current capacity and resources at the state and SU/SD/School level.
- Focus on alignment of CIP with the Education Quality Standards.

Identify any known or potential risks associated with your proposed solution:
- Change to increased SU/SD support to schools could result in inconsistent implementation.
- Resource and capacity become thin due to number of schools identified.
- Resistance from field due to desire to continue using locally-developed CIP format.

What are the expected benefits associated with your proposed solution:
- Improved alignment between federal and state accountability.
- Continuous improvement efforts, resources and technical assistance aligned with Education Quality Standards.
- Capacity at the state level to provide technical assistance to SU/SDs with focused, aligned approach.
- Improved alignment of resources and technical assistance with identified needs.
- They’ll be able to implement their CIP efforts using their own format internally, but will submit a common template to the AOE resulting in strengthening our capacity to review CIPs.

Secretary’s Decision

☑ Confirm recommendation of ESSA State Plan Management Team
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

Development Cycle No: 3  
Decision Point No(s): 26  
Author: Amy Fowler

Date submitted: 6/8/2016  
Bounce Team Coordinating: Accountability

ESSA Citation: 1111(e)(1)(B)(iii)(l)(bb)(VIII)  
ESSA Page Number: 36 - Link to ESSA

Question(s) being considered: What should Vermont establish as the “minimum N” for reporting and accountability determinations?

What ESSA requirements need to be met?: ESSA requires that states identify the minimum number of students it will include in disaggregated tables in order to 1) protect student privacy rights, 2) yield reliable data for accountability, and 3) provide the greatest amount of information to the public regarding school quality. Further, regulations prohibit a minimum N greater than 30.

Solution being proposed:
(a) The minimum N for reporting and accountability should be the same number.
(b) Collect measures by distinct grade levels to lead to valid interpretations of data.
(c) Use rolling averages to report data; report at the school and SU/SD level
   a. Year 1-only report for schools that achieve the minimum N
   b. Year 2-only report for schools that achieve the minimum N over 2 years and average data equally for all schools
   c. Year 3-only report for schools that achieve the minimum N over 3 years and average data equally for all schools
   d. Rolling averages will apply to all schools, not just those with student populations below the minimum N
(d) Minimum N=25 unique students

Rationale: Explain why your proposal supports each decision logic element below:

Equity:
- By utilizing a 3 year rolling average we’ll eventually accumulate the number of students needed to meet the minimum N.

Alignment with current VT policy and practice:
- Accurately measures student performance on grade level assessments and reduces confusion in interpretation.
- Aligns with the goals of Act 46 and EQS to hold Supervisory Unions/Districts accountable for student outcomes.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):
- For each school that does not have reportable data for Total Enrollment, we would need to conduct an alternative accountability review. The greater the number of schools with scores in the accountability system, the more efficient.

Possibility (implementation feasibility for the AOE and impacted stakeholders):
- Follows existing protocols.

Identify any known or potential risks associated with your proposed solution:

Known:
(a) People are accustomed to all grade levels being combined and may expect this.
(b) Majority of school communities that used to receive data (reporting n=11) will lose access to data and transparency.
(c) Advocates for student groups that have been historically marginalized would prefer a lower N at 11 and there are substantial reductions in data with the more reliable N.

Potential:
(a) 25 may lack the reliability for strong recommendations for improvement.
(b) Could create perverse incentives to have smaller schools; if there are fewer than 25 students in a grade level over 3 years, accountability would be kept at bay.
(c) Utilizing a three year rolling average may prolong the time that schools spend being “identified”
(d) The three year rolling average may mask trend lines in larger schools.

What are the expected benefits associated with your proposed solution:
Discrete grade level assessments decrease opportunity for inappropriate inferences.
Reduced confusion over two different minimum Ns (reporting and accountability)
**ESSA State Plan: Recommendation Form**

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<th>Author: Mary Mulloy/Jennifer Gresham</th>
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<td>ESSA Page Number: 214 <a href="#">Link to ESSA</a></td>
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**Question(s) being considered:** What is the best use of the state set aside for Title IV, A grants?

**What ESSA requirements need to be met?: How to use Title IV, part A state withholdings**

**Solution being proposed (in bullet point format):**

- Decision previously made to include the funds to LEAs in the consolidated federal grants application in order to ease application for LEAs and to encourage LEAs to utilize funds as part of their continuous improvement initiatives.
- Use the state portion of the grant to hire a full-time employee to monitor and provide technical assistance to LEAs receiving Title IV, A money through the formula grant.
- VT AOE will institute an in-house advisory group of Agency staff whose work intersects with TIV, A.
- When grant funds are available, inform LEAs that the Agency would entertain Ed-Flex waiver requests to grant the flexibility given to LEAs that receive less than $30,000 to LEAs that receive allocations of $50,000 or less (if the State retains Ed-Flex authority approval in the State Plan).

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**

- Using the projected allocation for Vermont, it points at an estimated $120,000 as the SEA portion of the money for admin and supporting LEA use of grant funds. If these funds were to be shared among multiple SEA level projects, it is unlikely that any of the projects would receive sufficient funding to have a substantial impact and the money would have limited effect on student outcomes. If the funds would be consolidated to support a 1.0 FTE charged with overseeing the grants to LEAs and coordinating state level activities, there would be more coordination of purpose leading to student needs being best met.

**Alignment with current VT policy and practice:**

- Having a single point person ensures that there is consistency in which uses of the money are encouraged at the local level and allows a focus on priorities that are consistent with those outlined in EQS and found in need of support through the IFR.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**

- There is limited capacity within the CFP team to take on the additional work of monitoring and supporting work under the Title IV, A grant. As opposed to many hands trying to guide the work with redundancies occurring, using the money to support a single position would be the most efficient use of the funds. The complexities associated with Title IV, A requirements and LEA size and capacity require an individual who can focus specifically on this work and LEA capacity building. Including the formula grant in Grantium and including Title IV, A in joint reviews allows for even more alignment for LEA funding.

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**

- Using the funds to support a 1.0 FTE is also the most straightforward and pragmatic solution. There is a lack of capacity within CFP to monitor the Title IV, A program and creating this position would allow for a dedicated staff member to give proper oversight to the work and provide LEAs with high quality technical assistance.

Identify any known or potential risks associated with your proposed solution:

- Known: There are trade-offs in using the funds to support a position. There are multiple potential projects that individuals at the state considered by tapping these funds. Using the funds in this way would not allow those projects to be pursued.
- Potential: There is a chance that the decision could be viewed as unpopular within the agency, as funds that some assumed to be potentially available would not be.

What are the expected benefits associated with your proposed solution:

- Coordinated management and support for the Title IV, A funds state-wide and increased capacity to provide directed support to LEAs in the areas that are consistent with state needs.
- Increased communication and coordination within AOE as the Title IV, A coordinator communicates with multiple people cross-teams.

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ESSA State Plan: Recommendation Form

Development Cycle No: 3  Decision Point No(s): 30  Author: Mulloy

Date submitted: 7/18/16  Bounce Team Coordinating: CFP

ESSA Citation: §8203  ESSA Page Number: 406  Link to ESSA

Question(s) being considered: Will we continue to allow LEAs to consolidate administrative funds?

What ESSA requirements need to be met?: Use and limitations of administrative funds.

Solution being proposed:
- Continue to allow LEAs to consolidate their administrative funds where possible and maintain current practice when current practice is effective.

Rationale: Explain why your proposal supports each decision logic element below:
Equity:
- Consolidation of funds helps LEAs with lower allocation amounts consolidate funds to meet the needs of the LEA with more flexibility.

Alignment with current VT policy and practice:
- Consolidation of funds maintains a current practice of consolidating administrative funds within the CFP application.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):
- Consolidation of funds maintains effective current practice that is used by the overwhelming majority of LEAs. Our online grant system is already designed for consolidation of administrative funds.

Possibility (implementation feasibility for the AOE and impacted stakeholders):
- By maintaining current practice, LEAs will be able to better plan and use their administrative funds to implement ESSA programs.

Identify any known or potential risks associated with your proposed solution:
- Known: None
- Potential: If many additional Titles are funded and included in the CFP application, some programming may be needed to the online grant program to enable LEAs to consolidate funds.

What are the expected benefits associated with your proposed solution:
- Consolidation of funds saves LEAs time, promotes efficiency, and continues familiar practice LEAs.

Secretary’s Decision  Date: 7/22/16  Initials:
☐ Confirm recommendation of ESSA State Plan Management Team
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

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<th>Decision Point No(s): 52</th>
<th>Author: Amy Fowler</th>
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Date submitted: 5/6/2016  
Bounce Team Coordinating: Accountability

ESSA Citation: 1111(b)(1)(A)  
ESSA Page Number: 24 - Link to ESSA

Question(s) being considered: Should our current statewide standardized assessment timelines and assessments be maintained for grades 3-8?

What ESSA requirements need to be met? Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high quality student academic assessments in mathematics, reading or language arts, and science.

Solution being proposed (in bullet point format):
- Retain the use of the SBAC as the academic assessment for ELA and Math for grades 3-8
- Continue to use the NECAP as the academic assessment for Science for grades 3-8 until a new state-supported science assessment has been developed
- Retain the use of the DLM as the alternative assessment for ELA and Math for grades 3-8
- Retain the use of the VTAAP as the alternative assessment for Science for grades 3-8

Rationale: Explain why your proposal supports each decision logic element below:

**Equity:**
- The SBAC, NECAP, DLM, and VTAAP represent a diverse suite of assessments designed to support students with a wide variety of needs. The computer adaptive nature of the SBAC allows for more accurate, student-specific assessments of proficiency. And the supports around the DLM can be heavily customized to meet the individualized needs of students with disabilities.

**Alignment with current VT policy and practice:**
- This solution would represent a continuation in practice, and the adaptive nature of the SBAC and DLM reflect the AOE’s priorities of personalization and proficiency-based assessments

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- Continuation of current practice would require no unanticipated systems or requirements for the AOE or field.

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- Continuation of current practice would create no unanticipated logistical or fiscal burden for the AOE or field.

Identify any known or potential risks associated with your proposed solution:
- Known: There are no known risks associated with this solution
- Potential: People who are dissatisfied with our current assessments may see this as a missed opportunity for a public conversation about an alternative.

What are the expected benefits associated with your proposed solution:
- Continuity in practice, current assessments have already been identified as being high quality/aligned with the VT education mission and vision, resources have already been allocated to the selection and implementation of these resources.

Secretary’s Decision  
☑ Confirm recommendation of ESSA State Plan Management Team
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
   (will expand with typing)
# ESSA State Plan: Recommendation Form

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<th>Amy Fowler in consultation with Jim McCobb</th>
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<td>19</td>
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## Question(s) being considered:
What should Vermont’s English Language Proficiency (ELP) Standards be for students qualifying as English Learners?

## What ESSA requirements need to be met?
Standards must:
- be derived from the 4 recognized domains of speaking, listening, reading, and writing;
- address the different proficiency levels of English Learners; and
- are aligned with the challenging State academic standards.

## Solution being proposed (in bullet point format):
- Vermont should continue to use the ELP standards developed through the WIDA Consortium to assess English Learner student proficiency.

## Rationale:
Explain why your proposal supports each decision logic element below:

### Equity:
- WIDA ELP varying Proficiency Levels support narrow identifications of students’ strengths and needs, and give local educators the opportunity to develop and implement individualized student supports

### Alignment with current VT policy and practice:
- These standards represent a continuation of current practice
- WIDA ELP standards link or correspond with the Common Core State Standards (CCSS) for ELA, and reflect the 4 domains of speaking, listening, reading, and writing
- VT has been a member of the WIDA Consortium since 2003, and currently works in close collaboration with WIDA staff and Consortium partners

### Efficiency (streamlining processes, eliminating duplicative systems or requirements):
- Continuing use of these standards would avoid any burdens arising from a transition to a new set of ELP proficiency standards
- Continued use of these standards as CCSS-linked standards would avoid duplication or confusion arising from adoption of ELP standards that were not linked to CCSS

### Possibility (implementation feasibility for the AOE and impacted stakeholders):
- Continued implementation is feasible for all parties involved.

## Identify any known or potential risks associated with your proposed solution:
- Known: there are no known risks associated with this approach
- Potential: no potential risks associated with this approach have been identified

## What are the expected benefits associated with your proposed solution:
- continuation of practice
- relationships and resources associated with WIDA consortium
- fulfillment of ESSA requirements without disruption or expansion of state policy

## Secretary’s Decision
☑ Confirm recommendation of ESSA State Plan Management Team
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
# ESSA State Plan: Recommendation Form

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<td>109 - Link to ESSA</td>
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**Question(s) being considered:** Should Vermont continue using grant funding to develop/identify a refined Next Generation Science Standards-aligned assessment?

**What ESSA requirements need to be met?** Grants may be awarded to:
- Refining State assessments to ensure their continued alignment with the challenging State academic standards and to improve the alignment of curricula and instructional materials
- At the discretion of the State, refining science assessments required under section 1111(b)(2) in order to integrate engineering design skills and practices into such assessments

**Solution being proposed (in bullet point format):**
- Vermont should continue to use grant funding to develop/identify a refined Next Generation Science Standards-aligned assessment

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**
- This assessment is aligned to career and college ready standards which will enable all students to learn the content and practice associated with more positive outcomes.

**Alignment with current VT policy and practice:**
- This tool would support the assessment of students in the current body of state science standards, and would better assess student understanding of NGSS than the current NECAP assessment.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- This assessment will replace the science NECAPs as the state’s standardized science assessment, and will not be duplicative.

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- It is likely more feasible to identify an assessment used by a consortia of states than to develop our own. We also need to be mindful of the amount of testing time to ensure we don’t swamp students/schools.

**Identify any known or potential risks associated with your proposed solution:**
- Known: there are no known risks associated with this approach
- Potential:
  - Costs associated with developing and/or implementing this assessment may exceed expectations.

**What are the expected benefits associated with your proposed solution:**
- Better assessment of student proficiency against current state science standards
- Use of more NGSS-aligned data could lead to improvements in supports offered to schools and students

**Secretary’s Decision**
- Confirm recommendation of ESSA State Plan Management Team
- Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

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<td>1-7, form 1 of 6</td>
<td>Amy Fowler</td>
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<td>1111(b)(2)(B)</td>
<td>Page 24 - Link to ESSA</td>
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**Question(s) being considered:** What Academic Proficiency questions and measures are currently being investigated and modelled by the AOE, for the purposes of possible inclusion in an accountability measures proposal for USED? Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.

**What ESSA requirements need to be met?** ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.

<table>
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<tr>
<th>Accountability Question</th>
<th>Proposed Reporting Measure(s):</th>
<th>Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)</th>
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<td>Text Formatting Key: Required by ESSA for Federal Accountability; Required by ESSA for reporting; Additional State-Selected Measures</td>
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**Standards and Assessment**

1) How well are students performing in ELA/reading in 3rd-9th grade?

1. **Percent of students proficient or better (3-9)**
2. **Percent participation (3-9)**
3. Average scale score (3-9)
4. Growth score (5-9)

These questions and measures 1 and 2 for each are required by ESSA. The AOE has added 3 and 4 because they reflect Vermont’s interest in promoting growth and including more appropriate measures of student learning than coarse cut scores. This is feasible and efficient as they collect data from a single assessment and will not increase burdens on schools systems. Growth scores cannot be calculated if tests are not given year to year. Moving the high school testing year from grade 11 to grade 9 provides several advantages. First, schools can continue to use a growth metric as scores can be compared to those from the previous year. Additionally, in encouraging flexible pathways in high school, incorporating multiple assessment options for students in 11th grade (see question 5) provides for an assessment that better reflects the college and career readiness of students. Finally, students in the 11th grade already have a heavy burden of testing as many are already taking numerous assessments (SAT, APs, IBs, etc). This spreads out the testing demands over multiple years in high school.

2) How well are students performing in mathematics in 3rd-9th grade?

1. **Percent of students proficient or better (3-9)**
2. **Percent participation (3-9)**
3. Average scale score (3-9)
4. Growth score (5-9)

Including a science metric ensures that students will be assessed on a broader range of content. This will better reflect student interest and provide a more holistic assessment of skills and knowledge. Including a science assessment will likewise incentivize dedicating classroom time and professional development to improving science learning and teaching.

3) How well are students performing in science in 3rd grades?

1. **Percent of students proficient or better (3 grades)**
2. **Percent participation**
3. Average scale score

Including a science metric ensures that students will be assessed on a broader range of content. This will better reflect student interest and provide a more holistic assessment of skills and knowledge. Including a science assessment will likewise incentivize dedicating classroom time and professional development to improving science learning and teaching.
### English Language Proficiency

4) How well are English Learners gaining English proficiency?

<table>
<thead>
<tr>
<th><strong>Secretary’s Initials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of students making appropriate progress (ELL only-all grades)</td>
</tr>
<tr>
<td>2. Percent of students attaining proficiency (ELL only-all grades)</td>
</tr>
</tbody>
</table>

This question and these measures are required by ESSA.

### College and Career Readiness

5) How well did seniors perform on career and college ready assessments?

<table>
<thead>
<tr>
<th><strong>Secretary’s Initials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of seniors with one or more tests that meet the career and college ready benchmark on these assessments:</td>
</tr>
<tr>
<td>1. SAT and ACT</td>
</tr>
<tr>
<td>2. AP and IB Exams</td>
</tr>
<tr>
<td>3. CLEP Assessments</td>
</tr>
<tr>
<td>4. ASVAB (military)</td>
</tr>
<tr>
<td>5. IRC/CTE Certification</td>
</tr>
</tbody>
</table>

Accepting a wider variety of testing options beyond the SAT and ACT promotes the use of Flexible Pathways, and encourages schools to approach all of the listed testing options as being comparatively equal for the purposes of school accountability. The AOE does not intend to incentivize students’ taking multiple tests or schools teaching test-aligned curriculum; neither are these options for assessment intended to sort students into tracks. Rather they are intended to provide options that more accurately reflect flexible pathways students are pursuing.

### Graduation Rates

6) Are students staying in school until they graduate?

<table>
<thead>
<tr>
<th><strong>Secretary’s Initials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of 9th grade cohort that graduates high school within 4 years</td>
</tr>
<tr>
<td>2. Percent of 9th grade cohort that graduates high school within 5 years</td>
</tr>
<tr>
<td>3. Percent of 9th grade cohort that graduates high school within 6 years</td>
</tr>
</tbody>
</table>

Including 5 and 6-year time frames for graduation better supports utilization of Flexible Pathway options, and reflects a Proficiency-Based Learning mindset.

### Career and College Ready Outcomes

7) Are alumni pursuing a career and college ready outcome within 16 months of graduation?

<table>
<thead>
<tr>
<th><strong>Secretary’s Initials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total percent of graduates who, within 16 months following graduation are:</td>
</tr>
<tr>
<td>1. Enrolled in college (2-year, 4-year, public, private)</td>
</tr>
<tr>
<td>2. Enrolled in a trade school</td>
</tr>
<tr>
<td>3. Enlisted</td>
</tr>
<tr>
<td>4. Working full time</td>
</tr>
</tbody>
</table>

Including “career and college ready outcomes” beyond college and trade school enrollment better supports the goals of flexible pathways.

---

**Secretary’s Decision Date:** 7/18/16

☒ Confirm recommendation of ESSA State Plan Management Team (Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)

☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No:</th>
<th>Decision Point No(s): 1-7, Part 2 of 6</th>
<th>Author: Amy Fowler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted: 6/3/16</td>
<td>Bounce Team Coordinating: Accountability</td>
<td></td>
</tr>
<tr>
<td>ESSA Citation: 1111(b)(2)(B)</td>
<td>ESSA Page Number: 24 - Link to ESSA</td>
<td></td>
</tr>
</tbody>
</table>

**Question(s) being considered:** What Personalized Learning questions and measures are currently being investigated and modelled by the AOE, for the purposes of possible inclusion in an accountability measures proposal for USED? *Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.*

**What ESSA requirements need to be met?:** ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.

### Accountability Question

<table>
<thead>
<tr>
<th>Proposed Reporting Measure(s):</th>
<th>Rationale for Proposed Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Formatting Key: Required by ESSA for Federal Accountability; Required by ESSA for reporting; Additional State-Selected Measures</td>
<td>(Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)</td>
</tr>
</tbody>
</table>

#### Flexible Pathways

<table>
<thead>
<tr>
<th>Secretary’s Initials:</th>
</tr>
</thead>
</table>

8) Did seniors complete at least one non-traditional learning experience?

| Total percent of seniors who in their high school years have successful completion of at least two experiences in one of the following: |
| 1. Early College |
| 2. Dual Enrollment |
| 3. CTE Course |
| 4. Service Learning |
| 5. Work-Based Learning |
| 6. Virtual Learning |

Aligns with Vermont Flexible Pathways requirements. This measure will be further examined to determine that it doesn’t unintentionally promote “ruts”, or the artificial sorting and placement of students by schools into specific flexible pathways options.

9) How many types of non-traditional learning experiences were offered to seniors?

| Count of the number of programs offered to seniors during their high school careers: |
| 1. Early College |
| 2. Dual College |
| 3. CTE Course |
| 4. Service Learning |
| 5. Work-Based Learning |
| 6. Virtual Learning |
| 7. Other specified type |

Aligns with Vermont Flexible Pathways requirements and personalization requirements; allows viewing of which pathways are being predominantly used, and if there are equity gaps associated with different flexible pathways options.

### Personalized Learning Plans

<table>
<thead>
<tr>
<th>Secretary’s Initials:</th>
</tr>
</thead>
</table>

10) Do student find their current PLPs valuable?

| 1. % of 7th graders with PLP created |
| 2. % of 8th-12th graders with PLP created and revised within last year (will be more grades over |

Aligns to Act 77 and EQS requirements: existence of PLPs and student participation.
3. Percent of students agreeing with the following statements (survey collection required):
   a) I contributed to creating my PLP
   b) My parents/guardians participated in completing my PLP
   c) My PLP is used to help design my learning experiences.
   d) My PLP reflects my interests
   e) My PLP advisor knows me well.

Secretary’s Decision  Date: 7/18/16  Initials: ☒
Confirm recommendation of ESSA State Plan Management Team (Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No: 1 and 2</th>
<th>Decision Point No(s): 1-7, Part 4 of 6</th>
<th>Author: Amy Fowler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted: 6/3/16</td>
<td>Bounce Team Coordinating: Accountability</td>
<td></td>
</tr>
<tr>
<td>ESSA Citation: 1111(b)(2)(B)</td>
<td>ESSA Page Number: 24 - [Link to ESSA]</td>
<td></td>
</tr>
</tbody>
</table>

**Question(s) being considered:** What *High Quality Staffing* questions and measures are currently being investigated and modelled by the AOE, for the purposes of possible inclusion in an accountability measures proposal for USED? *Please note that some of these questions and measures may not be included in a federal accountability model after undergoing further state and federal review.*

**What ESSA requirements need to be met?:** ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures are being proposed to USED as a result.

### Accountability Question

<table>
<thead>
<tr>
<th>Proposed Reporting Measure(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Formatting Key: <strong>Required by ESSA for Federal Accountability; Required by ESSA for reporting:</strong> Additional State-Selected Measures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for Proposed Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)</td>
</tr>
</tbody>
</table>

### Staff Credentials

14) What percent of students learn in schools where educators are appropriately licensed?

- 1. **Percent of course taught by teachers who have a Level 1 or Level 2 license that matches the course they are teaching.**
- 2. For all educators (teachers, nurses, principals, etc.) calculate the percent of their role that is appropriately licensed on average across the school.

Supports evaluating credentials of staff, while also broadening the definition of “staff” beyond instructional staff. This directly related to EQS requirements.

### Staff Stability

15) How stable is the education force?

- 1. **Percent of first year teachers.**
- 2. Average percent of new teachers to the school each year for three years
- 3. Number of principals in the last three years.
- 4. Number of superintendents in the last three years

The stability of staff impacts the continuity and quality of school improvement efforts.

### Professional Development

16) Do teachers have sufficient professional development?

- Percent agreement with teacher survey items

A professional development metric reflects the need to measure...
<table>
<thead>
<tr>
<th>Number of hours per week paid professional development</th>
<th>outcomes tied to Title II spending, and initiatives stemming from EQS professional learning requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development is job embedded</td>
<td></td>
</tr>
<tr>
<td>Professional development is valuable/useful</td>
<td></td>
</tr>
<tr>
<td>Professional development is linked to school needs</td>
<td></td>
</tr>
<tr>
<td>Professional development is linked to personal professional goals</td>
<td></td>
</tr>
</tbody>
</table>

**Staff Evaluation**

<table>
<thead>
<tr>
<th>17) Does the teacher evaluation system function well?</th>
<th>Secretary’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent agreement from teacher survey results</td>
<td></td>
</tr>
<tr>
<td>1. Evaluation procedures are followed</td>
<td></td>
</tr>
<tr>
<td>2. Evaluation procedures support professional growth</td>
<td></td>
</tr>
<tr>
<td>3. Evaluation procedures focus on important aspects of teaching</td>
<td></td>
</tr>
<tr>
<td>4. Evaluation supports poor performing teachers to improve or leave</td>
<td></td>
</tr>
</tbody>
</table>

This question and set of measures reflect an EQS requirement.

**Secretary’s Decision**

<table>
<thead>
<tr>
<th>Date: 7/18/16</th>
<th>Initials:</th>
</tr>
</thead>
</table>

☒ Confirm recommendation of ESSA State Plan Management Team (Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)

☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
The language of each staff evaluation survey item will be revisited when the final measures are crafted.
| Accountability Question | Proposed Reporting Measure(s):  
<table>
<thead>
<tr>
<th>Text Formatting Key: Required by ESSA for Federal Accountability; Required by ESSA for reporting; Additional State-Selected Measures</th>
<th>Rationale for Proposed Measure (Federal requirement; how it supports Equity, Alignment, Efficiency, or Possibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td>Secretary's Initials:</td>
</tr>
<tr>
<td>18) Is the school adequately positioned to meet EQS?</td>
<td>An index that compiles the required staffing formulas in EQS. This measure will determine whether or not EQS staffing requirements are being met.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Secretary's Initials:</td>
</tr>
<tr>
<td>19) What is the return on investment for the dollars spent on education?</td>
<td>The overall performance of the school on the previous indicators divided by the spending per equalized pupil. This provides a measure of the overall value of the state and community’s fiscal investment.</td>
</tr>
</tbody>
</table>

**Secretary’s Decision**  
Date: 7/18/16  
Initial:
- Confirm recommendation of ESSA State Plan Management Team (Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)
- Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No:</th>
<th>1 and 2</th>
<th>Decision Point No(s):</th>
<th>1-7, Part 6 of 6</th>
<th>Author:</th>
<th>Amy Fowler</th>
</tr>
</thead>
</table>

Date submitted: 6/3/16  
Bounce Team Coordinating: Accountability  
ESSA Citation: 1111(b)(2)(B)  
ESSA Page Number: 24 - Link to ESSA

**Question(s) being considered:** What measures and questions are being rejected at this time from Vermont’s federal accountability system?

**What ESSA requirements need to be met?** ESSA requires that the state propose accountability measures that will work together to assess the quality of schooling in Vermont. These measures were reviewed and rejected by the AOE after receiving some support from the public through input sessions.

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Reporting Measure(s) Considered</th>
<th>Rationale for Rejection</th>
</tr>
</thead>
</table>

**Extended Learning Opportunities**

20) Do students benefit from learning experiences that extend learning opportunities?

| 1. | What percent of students-  
(Student survey items)  
a) Attended a school affiliated afterschool program for 5+ hours per week  
b) Attended a summer learning program  
c) Attended the Governor’s Institute  
d) Attended one or more learning centered field trips  
2. | What percent of students received PreK prior to enrolling as K students (enrollment records)  
| Secretary’s Initials: |  
| It would be highly difficult to capture all of the types of opportunities that would qualify as extended learning under EQS. The AOE does not want to discourage schools or students from fully taking advantage a wide variety of Flexible Pathways options. |

**Career and College Ready Outcomes (Part 2)**

21) Are 3rd year alumni pursuing a career and college ready outcome upon graduation?

| Total percent of graduates who, in the year following graduation are:  
1. Enrolled in college (2-year, 4-year, public, private)  
2. Enrolled in a trade school  
3. Enlisted  
4. Working full time  
<p>| Secretary’s Initials: |<br />
| This may be a question to include in the future, but doesn’t meaningfully enhance our understanding of college and career readiness (CCR) beyond what we would learn from the first CCR metric and is distant in time from graduation. Using this metric now would hold schools accountable for students they have not seen for three years. |</p>
<table>
<thead>
<tr>
<th>Least Restrictive Environment</th>
<th>Secretary’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>22) How much general education is provided to special education students?</td>
<td>Average percent of general education experience for all students with IEPs in the school.</td>
</tr>
<tr>
<td></td>
<td>This criteria provides an understanding of access, but doesn’t contribute to an understanding of the quality of the education being provided. The data source only allows for the planned delivery method, and not the actual experience of students, so it masks equity issues within and across schools. The need to measure LRE placement is real, and will be revisited by the AOE, but this needs to be done using more effective measures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Secretary’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>23) Is attendance good/is the truancy rate low?</td>
<td>Percent of students missing less than 10% of the school year for any reason.</td>
</tr>
<tr>
<td></td>
<td>Percent of students who meet the Federal truancy definition (lower is better).</td>
</tr>
<tr>
<td></td>
<td>This criteria doesn’t contribute to understanding if a school is providing a quality education for students. There is a lack of differentiation between and among schools for this measure, making it an ineffective tool for federal accountability. Attendance is also highly correlated with climate measures, meaning that this measure and other factors contributing to attendance and truancy rates may be addressed through an AOE-adopted climate survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Satisfaction</th>
<th>Secretary’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24) Are staff satisfied with the professional culture of the school?</td>
<td>Percent positive response on a validated staff (all staff- teachers, support staff, leaders, para-educators, etc.) satisfaction survey.</td>
</tr>
<tr>
<td></td>
<td>Percent positive response on a validated teacher satisfaction survey.</td>
</tr>
<tr>
<td></td>
<td>This measure is likely redundant with what would be gathered through a school climate survey and the items related to teacher professional development and teacher evaluation processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Spending</th>
<th>Secretary’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Percent of all funding (federal, state and local) spent on instructional purposes.</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Are our schools prioritizing funding on instructional costs?</td>
<td>Percent of all funding (federal, state and local) spent on instructional purposes.</td>
</tr>
</tbody>
</table>

Secretary’s Decision  
Date: 7/18/16  
Initials: ☒ Confirm recommendation of ESSA State Plan Management Team  
(Note that all approved decision points will be reevaluated when final regulations have been released by the US Department of Education.)  
☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative:
# ESSA State Plan: Recommendation Form

## Development Cycle No: 1 and 2  
**Decision Point No(s):** 8-9  
**Author:** Josh Souliere

<table>
<thead>
<tr>
<th>Date submitted: 6/3/2016</th>
<th>Bounce Team Coordinating: School Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSA Citation: 1003, 1111(d)</td>
<td>ESSA Page Number: 40 - <a href="#">Link to ESSA</a></td>
</tr>
</tbody>
</table>

### Question(s) being considered:
What improvement supports should the AOE provide LEAs and what improvement supports should LEAs provide schools?

### What ESSA requirements need to be met?

- **State:**
  - reserve funding to develop and deliver a statewide system of technical assistance, professional learning, and support for LEA’s school improvement efforts
  - administer grant application and approval process and monitor implementation
  - support LEA improvement activities through awards and direct service provision
  - differentiate improvement activities that utilize evidence-based interventions in support of meeting state long term goals
  - monitor progress of comprehensive and targeted schools, based on exit criteria described in state accountability plan, and take appropriate action following unsuccessful implementation of plans
  - determine alternative evidence-based strategies that may be applied by LEAs to assist school improvement efforts

- **LEA:**
  - for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), as in need of comprehensive or targeted improvement, to develop, implement, support, and monitor comprehensive support and improvement plans, or targeted support and improvement plans, to close achievement gaps, ensure high-quality education for all students, and ensure that student achievement in challenging academic standards. These plans must: be aligned to current state accountability plan; apply evidence based practices/interventions; include a needs assessment; address resource inequities; and describe in detail (the provisions in Sec.1112 of ESSA).

### Solution being proposed:

#### AOE to LEAs
- Offer an opportunity to participate in an Integrated Field Review process designed to support implementation of the Education Quality Standards, and to provide opportunities to visit higher performing, and/or improving systems.
- Provide guidance and technical assistance in needs assessments and root cause analyses.
- Provide guidance and technical assistance on the development and implementation of Continuous Improvement Plans.
- Provide opportunities to apply for funding to support Continuous Improvement efforts aligned with identified need.
- Provide research on effective, high-leverage practices to inform decision making.
- Provide networking opportunities with other SUs/SDs/Schools.
- Provide guidance and technical assistance for implementing a continuous improvement framework to ensure quality education to all students.

#### LEA to Schools
- Provide support and guidance related to participation in Integrated Field Reviews.
- Provide support and guidance for completing needs assessments root cause analyses.
- Provide support for developing, implementing and monitoring Continuous Improvement Plans.
- Provide support and guidance for implementing a continuous improvement framework to address systemic needs.
- Provide opportunities to access funding that addresses identified needs.
- Provide opportunities for networking with schools with similar size and demographics who are higher performing—and improving—in identified areas.
- Provide support and guidance addressing the needs of chronically underperforming subgroups.
- Provide support and guidance implementing the Vermont Education Quality Standards.

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**
- Instill culture that promotes education quality and continuous improvement for all schools, all SU/SDs, and all students
- Focus on improved outcomes for all students.

**Alignment with current VT policy and practice:**
- Alignment with Vermont’s Education Quality Standards.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- Alignment with VTAOE grant opportunities to support improvement efforts.
- Alignment of federal and state requirements to create a parallel accountability model.
- Strategic networking approach to co-construct knowledge and share improvement practices and results

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- Focus on what can be implemented and have the greatest impact with current capacity and resources at the state and SU/SD/School level.

**Identify any known or potential risks associated with your proposed solution:**
- Change to increased SU/SD support to schools could result in inconsistent implementation.
- Resource and capacity become thin due to number of schools identified.

**What are the expected benefits associated with your proposed solution:**
- Improved alignment between federal and state accountability.
- Continuous improvement efforts, resources and technical assistance aligned with Education Quality Standards.
- Capacity at the state level to provide technical assistance to SU/SDs with focused, aligned approach.
- Improved alignment of resources and technical assistance with identified needs.

<table>
<thead>
<tr>
<th>Secretary’s Decision</th>
<th>Date: 6/13/2016</th>
<th>Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Confirm recommendation of ESSA State Plan Management Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No: 1</th>
<th>Decision Point No(s): 10-11</th>
<th>Author: Mary Mulloy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted: 5/16/16</td>
<td>Bounce Team Coordinating: CFP</td>
<td></td>
</tr>
<tr>
<td>ESSA Citation: 1003A</td>
<td>ESSA Page Number: 11 – <a href="#">Link to ESSA</a></td>
<td></td>
</tr>
</tbody>
</table>

**Question(s) being considered:** Should the State reserve the optional 3% of the State’s Title I allocation for “direct student services?”

**What option does ESSA present?** Each State educational agency may reserve not more than 3 percent of its Title I allocation for each fiscal year to carry out direct student services.

**Solution being proposed (in bullet point format):**
- Vermont should not exercise the option to reserve 3% of its Title I allocation for direct student services.

**Rationale:** Explain why your proposal supports each decision logic element below:

**Equity:**
- The funds would come off the top of the Title I allocation which would mean less in each LEA’s basic Title I grant. Only a few LEAs would receive funding and not necessarily the poorest.

**Alignment with current VT policy and practice:**
- Allowing more funds to go to LEAs, the State would allow local schools and LEAs to make the best decisions on how to best support struggling students.

**Efficiency (streamlining processes, eliminating duplicative systems or requirements):**
- Stakeholders felt strongly that the funds, once allocated to LEAs were not enough to make a difference and the administrative burden would be excessive. It would not be an effective use of funds and would not result in improved student achievement.
- Rejection of option means more funding can go to LEAs

**Possibility (implementation feasibility for the AOE and impacted stakeholders):**
- The administrative responsibilities for the SEA would be great – administering a new grant program with very specific uses, assuring public school choice, and compiling/maintaining an updated list of high quality academic tutoring providers.
- The administrative responsibilities for LEAs would also be great. The funds have to be spent in specific percentages with only 2% for administration. It would take complicated communication with parents about options, reviewing applications from students on the various options, and managing contracts with external providers.
- Current administrative responsibilities tied to management of SES funding deemed not worthwhile by stakeholders.

**Identify any known or potential risks associated with your proposed solution:**
- Known: Parents that have been used to private tutoring through the current SES program would no longer have that option. Parents would not be allowed public school choice except what is allowed locally and in Vermont state law.
- Parents and providers who are used to the SES marketplace may be disappointed.
- Potential: Some stakeholders believed that this may be a way to drive additional funds to small LEAs and schools and provide more options to students in those areas.

**What are the expected benefits associated with your proposed solution:**
- Less administrative burden for both SEA and LEAs and most of the activities allowed in this section may be done with state, local, or Title I funds. More basic Title I grant funds will be available to LEAs to make decisions on how to improve student academic achievement.
## ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No:</th>
<th>Decision Point No(s):</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13-14</td>
<td>Amy Fowler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date submitted:</th>
<th>Bounce Team Coordinating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6/16</td>
<td>Accountability</td>
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<th>ESSA Citation:</th>
<th>ESSA Page Number:</th>
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<tbody>
<tr>
<td>1111(2)(B)(viii)</td>
<td>25 - [Link to ESSA]</td>
</tr>
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</table>

### Question(s) being considered:
What degree of statewide standardized testing would adequately contribute to the assessment of student proficiency in ELA, Math, and Science: one annual test in each content area, or multiple statewide assessments per content area, the results of which would be calculated to produce a single summative score? Related: should VT increase the amount of time that it devotes to statewide testing, annually?

### What ESSA requirements need to be met?
States may assess proficiency through a single summative assessment, or through multiple statewide interim assessments during the course of the academic year that result in a single summative score.

### Solution being proposed (in bullet point format):
- Continue to determine student achievement in ELA, Math, and Science through one annual summative assessment in each content area
- Maintain the current time allocated for statewide testing

### Rationale:
Explain why your proposal supports each decision logic element below:

#### Equity:
- We believe that the current single assessment is sufficient for making a summative assessment for the purposes of evaluating progress and equity. We also believe that increasing the number of State mandated tests wouldn’t inherently support more equitable outcomes for students.

#### Alignment with current VT policy and practice:
- This approach is a continuation of current practice. The alternative would be a significant departure from current practice, and would take additional time away from classroom instruction at a time when VT educators are still adapting to the vision for personalization/PBL described in EQS and Act 77.

#### Efficiency (streamlining processes, eliminating duplicative systems or requirements):
- This approach would create no additional procedural or fiscal burden. The alternative—increasing annual assessments—would introduce significant new procedural and fiscal burdens to the state.

#### Possibility (implementation feasibility for the AOE and impacted stakeholders):
- As a continuation of practice, this approach is known to be feasible.

### Identify any known or potential risks associated with your proposed solution:
- Known: Some educators believe that multiple assessments in a single content area would be a better way to assess proficiency.

### What are the expected benefits associated with your proposed solution:
- Does not introduce additional fiscal or logistical burdens to the state, does not reduce classroom instructional time for students.

### Secretary’s Decision

| ☒ Confirm recommendation of ESSA State Plan Management Team |
| ☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing) |

Date: 5/20/16  
Initials: [Signature]
# ESSA State Plan: Recommendation Form

<table>
<thead>
<tr>
<th>Development Cycle No:</th>
<th>NA</th>
<th>Decision Point No(s):</th>
<th>53-54</th>
<th>Author:</th>
<th>Amy Fowler</th>
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<td>Date submitted:</td>
<td>4/26/16</td>
<td>Bounce Team Coordinating:</td>
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<td>ESSA Citation:</td>
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<tr>
<td>ESSA Page Number:</td>
<td>18</td>
<td>Link to ESSA</td>
<td></td>
<td>Question(s) being considered:</td>
<td>Which learning standards should VT use for ELA and Math?; Which science learning standards should VT use?</td>
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<tr>
<td>What ESSA requirements need to be met?</td>
<td>The State shall have academic standards for mathematics, reading or language arts, and science.</td>
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<td>Solution being proposed (in bullet point format):</td>
<td>Continue using CCSS as ELA and Math learning standards; Continue using NGSS as Science Learning Standards</td>
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<tr>
<td>Rationale:</td>
<td>Explain why your proposal supports each decision logic element below:</td>
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<tr>
<td>Equity:</td>
<td>Both CCSS and NGSS were previously researched and vetted by VT and other states, and have been consistently found to emphasize transferable skill development.</td>
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<td>Transferable skills are most successfully developed and assessed through proficiency-based and personalized learning environments, which function best when they are structured with the equitable provision of supports in mind.</td>
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<td>Alignment with current VT policy and practice:</td>
<td>CCSS and NGSS are already in place in Vermont.</td>
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<td>The VTAOE and local educators have already devoted considerable time and resources to implementing CCSS and NGSS, so this would represent a continuation in practice.</td>
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<td>CCSS and NGSS also dovetail with EQS principles/requirements around personalization and PBL.</td>
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<td>Efficiency (streamlining processes, eliminating duplicative systems or requirements):</td>
<td>CCSS and NGSS ground current practice—a continuation of that practice would be an efficient solution.</td>
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<td>Possibility (implementation feasibility for the AOE and impacted stakeholders):</td>
<td>The AOE and field are currently implementing CCSS and NGSS, so continued implementation would be very feasible.</td>
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<td>Identify any known or potential risks associated with your proposed solution:</td>
<td>Potential: possible dissatisfaction with CCSS and NGSS among some educators and members of the public.</td>
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<td>What are the expected benefits associated with your proposed solution:</td>
<td>Continuation of practice</td>
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<td></td>
<td>CCSS and NGSS are recognized as high quality resources</td>
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<td></td>
<td>CCSS and NGSS reflect EQS goals (PBL, Transferable Skills)</td>
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<tr>
<td>Secretary’s Decision</td>
<td>Date: 5/20/16</td>
<td>Initials:</td>
<td>☒ Confirm recommendation of ESSA State Plan Management Team</td>
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<tr>
<td>☐ Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)</td>
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“Ask Me How School Librarians Ensure Student Success”

**Title I**
Improving basic programs operated by state and local educational agencies

**Message**
School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.

**Title II**
Supporting effective instruction

**Message**
School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.

**Title II, Part B**
Literacy education for all, results for the nation (LEARN)/ Innovative Approaches to Literacy (IAL)

**Message**
School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.

**Title IV, Part A**
Student Support and Academic Enrichment Grants (Block Grants)

**Message**
School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.
Coalition Development Plan

Of course there are some “assumed” coalition groups—teachers, parents, and administrators. But this is an opportunity to think outside the box and garner support from the community at large. Who in your community would have a stake in local school district plans to ensure that school library programs provide students an opportunity to develop digital literacy skills and improve academic achievement? Who needs to have college and career ready individuals graduating today?

<table>
<thead>
<tr>
<th>Individual/Organization/Business Name</th>
<th>What previous activities, news or accomplishments tie them to your efforts?</th>
<th>What stake do they have in school library funding?</th>
<th>What can they contribute to your plan?</th>
<th>What three things could you do today to strengthen a relationship with them?</th>
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Message Development

You've determined who your audience is (refer back to Coalition Development Plan), and you have key message points from ESSA related to school library funding (refer back to Key ESSA Message Points), but do not assume that communicating the key messages verbatim to your potential coalition partners will yield results. You must transform the message into a language that will appeal to your potential coalition members.

While you need to adjust messaging to fit the audience there are still key words that you do not want to remove- bolded below. It is important that when anyone is talking about ESSA, even if they are not directly referencing school library program, they are connecting these words to the school library.

- **Specialized instructional support staff.** ESSA specifically includes school librarians in the definition of specialized instructional support staff.
- School library programs support the development of digital literacy skills and academic achievement.
- Title IV Student Support and Academic Enrichment Grant (Block Grants), allocated based on Title I eligibility, authorizes states to use funds to assist school districts in providing programs and activities that increase access to personalized, rigorous learning experiences support by technology, including adequate access to school libraries.
  - Block Grants also authorize states to use funds to assist school districts in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.
- Reference the “Ask Me How School Librarians Ensure Student Success” message cards
  - Title I – School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.
  - Title II, Part A – School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.
  - Title II, Part B, Subpart 1 – School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.
  - Title IV, Part A - School Librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.
Message Development Example

Take one row in your Coalition Development chart and create a key message for middle three blocks, incorporating the message points and key words. Example:

<table>
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<tr>
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<tr>
<td>Local public library</td>
<td>Summer reading programs, marketing regarding access to information and technology for community</td>
<td>School libraries create knowledgeable library users; school libraries fill a specific role in connection to curriculum and without would create a gap between services</td>
<td>General public awareness; engaging non-parents, but library friends in efforts</td>
<td>1. Meet with staff to provide information. 2. Ask to hold an information session at public library for general public 3. Ask to present to their friends group and in return offer time with school parents group</td>
</tr>
</tbody>
</table>

**Key Message Development:**

- **School librarians are teachers, specialized instructional support staff,** trained to teach library skills early and develop lifelong library users and supporters.

- The public library is an incredible asset to students as they continue their work outside of school but a fully staff and funded school library connects student **personalized, rigorous learning experience,** and library research, to **academic achievement.**

- **Digital literacy skills** are essential for success as students move into the work force that requires the **effective use of technology** and while there is a direct impact for parents to support a strong school library program there is tremendous value for the business and community too.
## Message Development Worksheets

<table>
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<tr>
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**Key Message Development:**

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Key Message Development:

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Key Message Development:

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Elevator Speech Development

You’ve found yourself faced with the questions, “Are there really any libraries left? “ and “What with e-books and Internet are they necessary?” You’ve been asked these questions in a situation in which you know a true conversation is not possible, so how do you make the most impact in the least amount of time? Develop your messages now, and practice!

**Step One:** Make the connection from ESSA language to AASL’s school library talking points to your school library program.

<table>
<thead>
<tr>
<th>ESSA Language</th>
<th>School Library Talking Point</th>
<th>Answer To Questions</th>
<th>How This Is Seen In Your Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I: Improving basic programs operated by state and local educational agencies</td>
<td>School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture.</td>
<td>(Example) School librarians and access to effective school library programs, impact student achievement, digital literacy skills, and school climate/culture. Students today have a hard time navigating such a vast amount of information, and learning digital literacy skills is critical to their success in school and after when they navigate college or start a career.</td>
<td></td>
</tr>
<tr>
<td>ESSA Language</td>
<td>School Library Talking Point</td>
<td>Answer To Questions</td>
<td>How This Is Seen In Your Library</td>
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<tr>
<td><strong>Title II: Supporting effective instruction</strong></td>
<td>School librarians share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.</td>
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<td><strong>Title II, Part B: Literacy education for all, results for the nation (LEARN)/ Innovative Approaches to Literacy (IAL)</strong></td>
<td>School librarians are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong professional learning networks.</td>
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<tr>
<td>Title IV, Part A: Student Support and Academic Enrichment Grants (Block Grants)</td>
<td>School librarians increase access to personalized, rigorous learning experiences supported by technology, allowing equitable resources for all students.</td>
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Glossary

The following are definitions that appear in either AASL board approved position statement or as defined under the US Department of Education.

**Appropriate Staffing** (for school libraries):

1. The library program is serviced by one or more certified school librarians working full-time in the school library.

2. The specific number of additional school librarians is determined by the school’s instructional programs, services, facilities, size, and number of students and teachers.

3. In addition to library-degreed professionals, highly trained technical and clerical support staff are necessary for all library programs at every grade level. Each school should employ at least one full-time technical assistant or clerk for each school librarian. Some programs, facilities, and levels of service will require more than one support staff member for each professional.

4. The school district is served by a district library supervisor who provides leadership and support for the building-level school library programs by providing resources, professional development, and leadership in developing and implementing the district’s school library program. The district library supervisor is a member of the administrative team and helps determine the criteria and policies for the district’s curriculum and instructional programs. The district library supervisor communicates the mission, strategic plan, goals, and needs of the school and district library programs to the superintendent, board of education, other district-level personnel, and the community.

**Collaboration:**

Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan.

**Community Readiness:**

The ability to be a productive, active, engaged member of a democratic society.

**Digital Learning:**

Learning materials and resources displayed on a digital device and shared electronically with other users. Digital learning content can be both open and/or commercial content (U.S. Dept. of Education 2016).
Digital Literacy:

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (ALA 2013).

Effective School Library Program:

1. is adequately staffed, including a state-certified school librarian who
   - is an instructional leader and teacher,
   - supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
   - supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;
2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and
3. provides regular professional development and collaboration between classroom teachers and school librarians.

Information Literacy:

A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL 2000).

Information Technologies:

Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices, and other hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.

Learning Community:

A group of people (can include students) who share common academic goals and attitudes who meet regularly to share expertise and work collaboratively to improve instruction and the academic performance of students.

Local Education Agencies (LEA):

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.
Specialized Instructional Support Personnel (school librarians):

Under ESSA, perform a wide range of activities in schools, including a broad array of prevention and intervention services that promote effective teaching and learning and promote school success. SISP also collaborate with teachers and school staff to ensure that students receive high quality instruction responsive to their diverse academic, physical, social, emotional, and mental health needs.

State Education Agencies (SEA):

A formal governmental label for the state-level government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.

Virtual Resources:

Resources that are not physical in nature, such as computer hardware platforms, operating systems, storage devices, computer network resources, electronic databases, and e-books.
Definition for Effective School Library Program

POSITION:

The American Association of School Librarians (AASL) supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

As a fundamental component of college, career, and community readiness, the effective school library program:

1. is adequately staffed, including a state-certified school librarian who
   a. is an instructional leader and teacher,
   b. supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and
   c. supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;
2. has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and
3. provides regular professional development and collaboration between classroom teachers and school librarians.

Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners. Under the leadership of the school librarian, the school library provides students access to resources and technology, connecting classroom learning to real-world events. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

Under the leadership of a certified school librarian, the effective school library program delivers a well-rounded educational program (AASL 2009). This program focuses on accessing and evaluating information, providing digital learning training and experiences, and developing a culture of reading. The program uses a variety of engaging and relevant resources. Robust school libraries have high-quality, openly licensed digital and print resources, technology tools, and broadband access. This environment is essential to providing equitable learning opportunities for all students. More than 60 studies in two dozen states show that the “levels of library funding, staffing levels, collection size and range, and the instructional role of the librarian all have a direct impact on student achievement” (Gretes 2013).

In an effective school library program, the school librarian serves as an instructional leader, program administrator, teacher, collaborative partner, and information specialist (AASL 2009). Working with classroom teachers, the school librarian develops information literacy and digital literacy instruction for all students. Serving as an instructional leader, the school librarian contributes to curricular decisions and facilitates professional learning. Additionally, as the library program administrator, the school librarian oversees and manages the program and works with school and community partners. These partnerships result in expanded and improved resources and services for all students.
An effective school library program plays a crucial role in bridging digital and socioeconomic divides. School library programs staffed with state-certified professionals provide an approachable, equitable, personalized learning environment necessary for every student’s well-rounded education.

**BACKGROUND:**
The Every Student Succeeds Act (ESSA) includes language for “effective school library programs” in the provisions of Title I, Part A; Title II, Part A; Title II, Part B, Subpart 2; Title II, Part B, Subpart 2, Section 2226; and Title IV, Part A. The definition of an effective school library program provides guidance to administrators, school boards, and school librarians in implementing ESSA.

**DEFINITIONS:**
- **Collaboration:** Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan.
- **Community Readiness:** The ability to be a productive, active, engaged member of a democratic society.
- **School Librarian Instructional Role:** Instructional Role of School Librarians Position Statement

**REFERENCES:**


**DISCLAIMER:**
The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

**APPROVAL/REVISION DATES:** June 25, 2016
Appropriate Staffing for School Libraries

POSITION:
The American Association of School Librarians (AASL) supports the position that every student in every school, including independent schools and public charter schools, should have access to an updated school library with a certified school librarian. The success of a school library program, no matter how well designed, ultimately depends on the quality and number of personnel responsible for managing the instructional program and the library’s physical and virtual resources. A certified school librarian, supported by technical and clerical staff, is crucial to an effective school library program. Every student, teacher, and administrator in every school building at every grade level should have access to a fully staffed library throughout the school day.

The following minimum school library staffing requirements define an effective school library program structured to transform teaching and learning throughout the school community:

1. The library program is serviced by one or more certified school librarians working full-time in the school library.
2. The specific number of additional school librarians is determined by the school’s instructional programs, services, facilities, size, and number of students and teachers.
3. In addition to library-degreed professionals, highly trained technical and clerical support staff are necessary for all library programs at every grade level. Each school should employ at least one full-time technical assistant or clerk for each school librarian. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
4. The school district is served by a district library supervisor who provides leadership and support for the building-level school library programs by providing resources, professional development, and leadership in developing and implementing the district’s school library program. The district library supervisor is a member of the administrative team and helps determine the criteria and policies for the district’s curriculum and instructional programs. The district library supervisor communicates the mission, strategic plan, goals, and needs of the school and district library programs to the superintendent, board of education, other district-level personnel, and the community.

BACKGROUND:
The staffing of school libraries will be guided by the language for effective school library programs in the Every Student Succeeds Act (ESSA). A certified school librarian is essential to an effective school library program, yet only two-thirds of school libraries are staffed with certified school librarians (Davis 2010).

DEFINITIONS:
- **Effective School Library Program**: Definition of an Effective School Library Position Statement

REFERENCES:

RECOMMENDED READING LIST:


DISCLAIMER:

The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016
Instructional Role of the School Librarian

POSITION:

The American Association of School Librarians (AASL) supports the position that school librarians are instructors as well as collaborators with fellow educators in the pursuit of student learning in school libraries, classrooms, learning commons, makerspaces, labs, and virtual learning spaces. School librarian instruction results in students who read and utilize print and digital resources for curricular and personalized learning needs. School librarians teach students how to be inquiring learners who evaluate and use both print and digital information efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills (AASL 2007). School librarians lead the way in digital learning and literacies by teaching and providing professional development in their school communities and districts.

The role of the school librarian is to guide students and fellow educators through the intersection of formal and informal learning. The instruction the school librarian offers is integral to a well-rounded education. As educators and instructional partners school librarians are critical to teaching and learning in the school community. The school librarian plays a prominent role in instructing students, faculty, and administrators in a range of literacies, including information, digital, print, visual, and textual literacies. As leaders in literacy and technology, school librarians are perfectly positioned to instruct every student in the school community through both traditional and blended learning.

BACKGROUND:

In the ever-changing information and education landscape, the instructional role of school librarians is vitally important for staff and students. As print and digital literacies, inquiry, and reading motivation have become crucial elements of teaching and learning, school librarians as educators and information specialists play a key instructional role in successful schools.

DEFINITIONS:

- **Digital Learning**: Learning materials and resources displayed on a digital device and shared electronically with other users. Digital learning content can be both open and/or commercial content (U.S. Dept. of Education 2016).

- **Digital Literacy**: The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (ALA 2013).

- **Information Literacy**: A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL 2000).

REFERENCES:


RECOMMENDED READING LIST:


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APPROVAL/REVISION DATES: June 25, 2016
Role of the School Library Program

POSITION:

The American Association of School Librarians (AASL) supports the position that an effective school library program plays a crucial role in preparing students for informed living in an information-rich society. The school library program provides learning opportunities that enable students to become efficient, effective, and creative users of information. Further, the school library program encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; to determine the scope and relevance of information to meet their needs; and to create and share new ideas, resources, products, and information. This instruction occurs best in the context of the school curriculum where students are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

The school library program is not confined by the school library walls, but rather, with the use of technology and online resources, connects to the community and branches throughout the entire school. The school library program provides the mechanism for students to access the resources they need 24/7, whether in the library, in the classroom, or in the student’s home.

Beyond its curricular role, the effective school library program gives each individual member of the learning community a venue for exploring questions that arise out of personalized learning, individual curiosity, and personal interest. As part of the school library program, the school librarian provides leadership and instruction to both students and staff on how to use information technologies constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas and responsible use of information technologies. These attributes add value to the school community.

School library programs also provide opportunities for learners to read for enjoyment. School librarians’ skills in the selection and evaluation of resources are critical in providing students, staff, and families with open, non-restricted access to a high-quality collection of reading materials that reflect personal interests and academic needs in multiple formats. School librarians take a leadership role in organizing and promoting literacy projects and events that encourage students to become lifelong learners and readers.

The school library program is based on long-range goals developed through strategic planning that reflect the mission of the school. The school librarian participates fully in all aspects of the school’s instructional program, including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to collections, technology, and a state-certified school librarian for all students and staff, physically as well as virtually. The collection includes materials that meet the needs of all learners, represents various points of view on current and historical issues, and offers a wide variety of interest areas. Policies, procedures, and guidelines are developed to maintain the effective school library program. The school library staff and budget are sufficient to support the school’s instructional program and meet the needs of the school library program’s goals.

For students, the school library represents one of America’s most cherished freedoms: the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.
BACKGROUND:
Citizens of this information world must have the skills and dispositions to access information efficiently and to critically assess the sources they rely upon for decision making, problem solving, and generation of new knowledge. The effective school library program plays a critical role in schools in instructing students on how to access information efficiently and critically assess resources.

DEFINITIONS:

- **Effective School Library Program:** Definition of Effective School Library Position Statement
- **Learning Community:** A group of people (can include students) who share common academic goals and attitudes who meet regularly to share expertise and work collaboratively to improve instruction and the academic performance of students.
- **Information Technologies:** Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices and other hardware, software applications, data systems, personal electronic devices, and other electronic content (including multimedia content) and data storage.
- **School Librarian Instructional Role:** Instructional Role of the School Librarian Position Statement
- **Virtual Resources:** Resources that are not physical in nature, such as computer hardware platforms, operating systems, storage devices, computer network resources, electronic databases, and e-books.

RECOMMENDED READING LIST:


DISCLAIMER:

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APPROVAL/REVISION DATES: June 25, 2016
Preparation of School Librarians

POSITION:
The American Association of School Librarians (AASL) supports the position that, in addition to meeting state certification requirements, school librarians hold a master’s degree or equivalent from a program that combines academic and professional preparation in library and information science, education, and technology. The graduate degree is earned at a college or university whose program is recognized by appropriate bodies such as the American Library Association (ALA), the American Association of School Librarians/Council for the Accreditation of Educator Preparation (CAEP), or state education agencies. The academic program of study includes directed field experience coordinated by a college/university faculty member and takes place in an effective school library program under the direct supervision of a certified, full-time school librarian.

BACKGROUND:
In order to address the critical need for a reading-rich environment in the ever-changing information landscape, the preparation of school librarians is vitally important. As technology has become a crucial element of teaching and learning, school librarians as educators and information specialists play a key role in the success of schools.

DEFINITIONS:
- **Information Technologies:** Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices, and other hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.
- **School Librarian Instructional Role:** Instructional Role of the School Librarian Position Statement

REFERENCES:


DISCLAIMER:
The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016
July 26, 2016

Meredith Miller  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3C106  
Washington, DC 20202-2800

Dear Ms. Miller:

On behalf of the American Library Association (ALA) and the American Association of School Librarians (AASL), thank you for the opportunity to comment on the Department’s proposed regulations governing accountability and State plans under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA).

The mission of ALA, the oldest and largest library association in the world, is “to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.” The mission of AASL, the ALA division focused on school libraries, is “to empower leaders to transform teaching and learning.” To help accomplish this mission, AASL supports effective school library programs that have a certified school librarian at the helm, provide personalized learning environments, and offer equitable access to resources to ensure a well-rounded education for every student.¹

School libraries are a safe learning environment where all students have equal and equitable access to learning, support, and information for personal and educational purposes. As poverty rates across America remain high, our schools must serve as an “equalizer” to provide all students with equal and equitable access to the resources, support, and instruction necessary to succeed academically and become productive and engaged citizens in a democratic society. Research confirms that effective school library programs are a wise investment for our children’s education and workforce readiness.

ALA has been disheartened by the lack of support for effective school library programs and comprehensive literacy instruction at the Federal, State, and local levels over the years. Data² available from the National Center for Education Statistics (NCES) highlights the lack of support for too many of our students in thousands of schools across the country. NCES data reveals that approximately 8,830 public schools across the nation do not have a school library and for those schools that do have a library, nearly 17,000 schools do not have a full or part-time school librarian on staff.

Accordingly, ALA and AASL were pleased to support the bipartisan conference agreement on ESSA and we are encouraged that the updated law provides opportunities to recognize the key role effective school library programs play in improving student academic achievement and ensuring that students are adequately prepared for college and success in the workforce.

¹ For additional information see AASL definition of “effective school library program.”
² For additional information from NCES, see http://nces.ed.gov/surveys/sass/tables_list.asp#2012.
To help build on these efforts under ESSA, our comments on the proposed regulations focus on consultation requirements under §299.15 and activities to support all students under §299.19.

§299.15 – Consultation and Coordination

Under ESSA, a State may continue to submit a consolidated State plan in lieu of individual, program-specific plans. As part of the consolidated State plan, the proposed regulations would require the State Educational Agency (SEA) to engage in timely and meaningful consultation with stakeholders as part of the design and development of the plan. Specifically, §299.15(a)(6) of the proposed regulations provides that stakeholders consulted during the development of the State plan must include “teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals.”

Under ESSA, the statutory definition of the term “specialized instructional support personnel” includes qualified professional personnel such as school librarians. To help ensure consistency with the statutory provisions under ESSA, we recommend that language under §299.15(a)(6) be clarified to highlight the statutory ability of school librarians to participate in the consultation process with the SEA in the development and implementation of the State consolidated plan.

We believe it is important to specifically highlight school librarians as part of the consultation process because they make the whole school more effective. School librarians serve as instructional leaders, program administrators, teachers, collaborative partners, and information specialists. They work with every student in the school, teaching them to think critically, providing the resources and support they need in school and beyond, and nurturing their creativity. They are also an essential partner for all classroom teachers, providing print and digital materials that meet diverse needs and collaborating to deepen student learning and drive success. Finally, school librarians are leaders in the school, helping to develop curriculum and connecting other educators to current trends and resources for teaching and learning.

§299.19 – Supporting All Students

As part of the consolidated State plan, each SEA must describe its strategies, its rationale for the selected strategies, timelines, and how it will use funds under the programs included in its consolidated State plan to ensure that all children have a significant opportunity to meet challenging State academic standards and graduate with a regular high school diploma. §299.19(a)(1)(iv) of the proposed regulations requires that such strategies and descriptions include “the effective use of technology to improve academic achievement and digital literacy of all students.”

Literacy skills have always been a critical component of our education systems. Today, the attainment of digital literacy – for both students and educators – can help to ensure that all students graduate from high school prepared for postsecondary education or the workforce without the need for remediation.

School libraries are places of opportunity. Effective school library programs play a crucial role in bridging digital and socioeconomic divides. They foster a safe and nurturing climate during the day and before and after school, to serve as critical learning hubs for instruction and use of technology, digital, and print materials (including curation of openly licensed educational resources) to better prepare students for success for school and the workforce:
• **Avery County High School** – In Avery County High School (Newland, NC), the school librarian trains students and teachers on how to become a responsible consumer of information. The school library provides instruction on how to document resources; the importance of following copyright laws; safe use of online resources, including potential dangers of online sharing; and an awareness of the digital footprint all online users leave.

• **Weddington Hills Elementary School** – At Weddington Hills Elementary School (Concord, NC), digital literacy instruction is provided through the school library program. Students in kindergarten and first grades are learning skills such as keyboard recognition, how to access PowerPoint, how to obtain digital images following copyright requirements, and the importance of citing sources. Students in second and third grades are using various technologies to research, collect information, synthesize, and create new products, including a focus on academic honesty and copyright issues. By fourth and fifth grades, students are exploring digital tools for collaboration, multi-media presentations, analysis of data, and interaction with people and events beyond their own communities.

• **Centerville Elementary School** – From kindergarten up students are exposed to digital learning platforms and computers at Centerville Elementary School (Frederick, MD). From lessons on internet safety to proper citation of web sources to their digital footprints and cyberbullying, the students are receiving weekly lessons to help make them true 21st century learners.

• **Mooresville Intermediate School** – At Mooresville Intermediate School (Mooresville, NC), students receive digital literacy training in the school library related to accessing information sources, taking notes appropriately, citing sources, finding copyright-friendly images for projects, and using digital tools to share their learning in new, innovative ways.

To better encourage the effective use of technology to improve academic achievement and digital literacy in ways that support all students, we recommend that §299.19(a)(1)(iv) be clarified to highlight the critical support school libraries provide with regard to improving the digital literacy of all students.

An effective school library program plays a crucial role in bridging digital and socioeconomic divides and focuses on accessing and evaluating information, providing digital learning training and experiences, and developing a culture of reading. The school library program uses a variety of engaging and relevant resources. Robust school libraries have high-quality, openly licensed digital and print resources, technology tools, and broadband access. This environment is essential to providing equitable learning opportunities for all students.

By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.

Therefore, as the Department considers recommendations on the proposed regulations governing accountability and State plans under ESSA, we respectfully ask that the final regulations specifically include school librarians and school libraries under §299.15
(Consultation and Coordination) and §299.19 (Supporting All Students) to ensure that implementation of ESSA includes adequate consultation and an appropriate focus on the role of school libraries in using technology to improve academic achievement and digital literacy of all students.

Thank you again for the opportunity to provide recommendations; please do not hesitate to contact Emily Sheketoff from ALA at (202) 628-8410 or Sylvia Knight Norton from AASL at (312) 280-4388 if you have any questions or if there is anything we can do to assist with implementation of ESSA.

Sincerely,

Emily Sheketoff
Executive Director
Washington Office
American Library Association

Sylvia K. Norton
Executive Director
American Association of School Librarians
American Library Association
SUMMARY OF PROGRAM

Overview – ESSA authorizes a new flexible block grant program – Student Support and Academic Enrichment Grants under Title IV, Part A, Subpart 1 – to increase the capacity of States, LEAs, schools, and local communities to:

1. Provide all students with access to a well-rounded education;
2. Support safe and healthy students; and
3. Support the effective use of technology.

Authorization Level and Funding – ESSA authorizes the program at $1.65 billion for FY2017 through FY2020.

- The Administration’s FY2017 budget request included $500 million for Student Support and Academic Enrichment Grants.
- Prior to the August 2016 recess, the Senate Appropriations Committee provided $300 million and the House Appropriations Committee provided $1 billion in their respective bills for Student Support and Academic Enrichment Grants.
- The funding level will be finalized as part of negotiations to fund the Federal government for FY2017.

Allocation of Funds by Formula – Each State, and subsequently each LEA, receives an allocation based on their State or local share of the ESSA Title I funding formula.

- States reserve 5 percent of their allocation for State-level activities and 95 percent of funds are provided for local awards to LEAs.
- Each LEA that receives a formula allocation must conduct a “needs assessment” and then must use:
  - Not less than 20 percent of funds to support well-rounded educational opportunities;
  - Not less than 20 percent of funds to support safe and healthy students; and
  - A portion of funds (not defined under ESSA) to support the effective use of technology.
- Remaining funds at the local level can be used by the LEA to support any of the three aforementioned categories of activities.

State-Level Activities – States are authorized to use their share of funding (5 percent) for State-level activities and programming designed to meet the purposes of the program, including:
• Monitoring, training, technical assistance and capacity building for LEAs;

• Identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams so that LEAs can better coordinate with other agencies, schools, and community-based services and programs; and

• Supporting LEAs in providing programs and activities that:

  o Offer well-rounded educational experiences to all students, which may include:
    ✓ STEM courses;
    ✓ Music and arts education;
    ✓ Foreign languages;
    ✓ Accelerated learning programs that provide postsecondary level courses accepted for credit at institutions of higher education (such as Advanced Placement courses);
    ✓ American history, civics, economics, geography, social studies, or government education;
    ✓ Environmental education; and
    ✓ Other courses, activities, programs or experiences that contribute to a well-rounded education.

  o Foster safe, healthy, supportive, and drug-free environments, which may include:
    ✓ Reducing exclusionary discipline practices in schools;
    ✓ Mental health awareness training and school-based counseling;
    ✓ Integrating health and safety practices into school and athletic programs; and
    ✓ Disseminating best practices and evaluating program outcomes to promote student safety and violence prevention.

  o Increase access to personalized, rigorous learning experiences supported by technology, including:
    ✓ Providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries”;
    ✓ Supporting schools in rural and remote areas to expand access to digital learning\footnote{Under ESSA, the term “digital learning” is defined as any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including: (1) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (2) access to online databases and other primary source documents; (3) the use of data and information to personalize learning and provide targeted supplementary instruction; (4) online and computer-based assessments; (5) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (6) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and (7) access to online course opportunities for students in rural or remote areas.} opportunities;
    ✓ Supporting the delivery specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.
    ✓ Disseminating promising practices related to technology instruction, data security and the acquisition and implementation of technology tools and applications;
    ✓ Providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively; and

\footnote{Under ESSA, the term “digital learning” is defined as any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including: (1) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (2) access to online databases and other primary source documents; (3) the use of data and information to personalize learning and provide targeted supplementary instruction; (4) online and computer-based assessments; (5) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (6) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and (7) access to online course opportunities for students in rural or remote areas.}
✓ Making instructional content widely available through open educational resources, which may include providing tools and processes to support LEAs in making such resources widely available.

**Local Consultation** – In developing the local application, an LEA is required to consult with parents, teachers, principals, specialized instructional support personnel (which specifically includes school librarians under ESSA) and other stakeholders with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the program.

- In addition, LEAs are required to engage in “continued consultation” with such stakeholders to improve local activities and to coordinate programming with other related strategies, programs, and activities being conducted in the community.

**Local Needs Assessment** – Prior to receiving funds under the program, LEAs must conduct a “comprehensive needs assessment” (that must be conducted every 3 years) to examine needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;

- School conditions for student learning in order to create a healthy and safe school environment; and

- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

  - **Note:** Under State Activities, States are authorized to support local efforts to increase access to personalized learning experiences by providing technical assistance to LEAs to identify and address technology readiness needs, which specifically includes “access to school libraries” under the statute.

- LEAs that would receive an allocation of less than $30,000 are not required to conduct a comprehensive needs assessment.

**Local Uses of Funds** – As part of the local application, LEAs must provide assurances that funds will prioritized to schools that have the greatest need, the most low-income children, are identified under the accountability system or identified as persistently dangerous. Similar to activities authorized at the State-level, LEAs are authorized to use their share of funds (95 percent) to:

- Develop and implement programs and activities that support access to a well-rounded education and that:
  - Are coordinated with other schools and community-based services and programs;
  - May be conducted through partnerships; and
  - May include programs and activities, such as:
    - College and career guidance and counseling;
    - Activities that use music and the arts as tools to support student success;
    - Activities to improve instruction and student engagement in STEM (including computer science);
    - Efforts to raise student academic achievement through accelerated learning programs
✓ Activities to promote traditional American history, civics, economics, geography, or government education;
✓ Foreign language instruction;
✓ Environmental education;
✓ Activities that promote volunteerism and community involvement;
✓ Activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or
✓ Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

• Support safe and healthy students through the development, implementation and evaluation of programs and activities that:
  o Are coordinated with other schools and community-based services and programs;
  o Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
  o Promote the involvement of parents;
  o May be conducted through partnerships; and
  o May include programs and activities, such as:
    ✓ Drug and violence prevention activities;
    ✓ School-based mental health services;
    ✓ Health and safety practices for schools and athletic programs;
    ✓ Support for healthy, active lifestyles, including nutritional education and regular, structured physical education activities;
    ✓ Prevention of bullying and harassment;
    ✓ Mentoring and counseling for all students;
    ✓ Dropout recovery programs;
    ✓ Training for school personnel related to suicide prevention, crisis management, conflict resolution and school-based violence prevention strategies;
    ✓ Child sexual abuse awareness;
    ✓ Reducing exclusionary discipline practices; and
    ✓ Pay for success initiatives.

• Use technology to improve the academic achievement, academic growth, and digital literacy of all students – including by addressing shortfalls identified in the local needs assessment conducted prior to receiving funds – which may include:
  o Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning and to administer computer-based assessments and blended learning strategies;  

  2 Under ESSA, the term “blended learning” is defined as a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace.
Building technological capacity and infrastructure, including procuring content and purchasing devices, equipment, and software applications in order to address readiness shortfalls (as identified under the comprehensive needs assessment);

- Note: There is a 15 percent cap under ESSA related to the purchase of technology infrastructure under the program.

- Developing or using effective strategies for the delivery of specialized or rigorous academic courses through the use of technology, including digital learning technologies and assistive technology;

- Blended learning projects;

- Professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in STEM (including computer science); and

- Opportunities for students in rural, remote, and underserved areas to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

SUMMARY OF LIBRARY PROVISIONS

- ESSA authorizes (but does not require) States to use their share of funds to assist LEAs in providing programs and activities that increase access to personalized, rigorous learning experiences supported by technology, including adequate “access to school libraries.”

- ESSA authorizes (but does not require) States to use their share of funds to assist LEAs in providing school librarians and other school personnel with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement.

- In developing their local applications, LEAs must consult with teachers, principals and other stakeholders, including “specialized instructional support personnel” which is defined under ESSA as specifically including school librarians.

- ESSA requires that LEAs conduct a “needs assessment” prior to receiving funds from the State (that must be conducted every 3 years). The needs assessment must include access to personalized learning experiences (which may include access to school libraries).

NEXT STEPS – ADVOCATE FOR INCLUSION OF LIBRARY PROGRAMMING

State-Level Advocacy

- Because States are authorized (but not required) to support LEAs in providing programs and activities that increase access to personalized learning experiences (which may include and professional development for school librarians and better access to school libraries for students), it will be important to contact and work with education officials at the State-level (State Educational Agency) to make them aware of their ability to use funds in support of personalized learning experiences, including ways in which effective school library programs can contribute to personalized learning activities in schools.
Since States are authorized (but not required) to support LEAs in the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies, it will be important to contact and work with State education officials to ensure that such activities include effective school library programs that provide digital learning technologies.

Local Advocacy

Since LEAs are required to consult with stakeholders – which may include school librarians – on the development of their local activities, it is critical to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that school librarians can adequately participate in the development and implementation of programming.

Since LEAs must conduct a “comprehensive needs assessment” that includes access to personalized learning experiences supported by technology and professional development for the effective use of data and technology, it is essential to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that “access to school libraries” is considered as part of the local needs assessment.

Since LEAs are authorized (but not required) to support the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies, it will be important to contact and work with leaders, administrators and technology educators at the school and LEA level to ensure that such activities include effective school library programs that provide digital learning technologies.